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AUTHOR Thota, Vykuntapathi
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ABSTRACT

A brief discussion of the importance of management by objectives in business is followed by a do-it-yourself model incorporating the principles of P.I.E.--Planning, Intervention, Evaluation--and a list of key points to be covered in the early part of the program between the Teacher-Manager and the Student-Manager. (CMV)

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MANAGEMENT BY OBJECTIVES THROUGH P.I.E. APPROACH TO INDIVIDUALIZING INSTRUCTION

by

Vykuntapathi Thota, Ph.D.
School of Education
Virginia State College
Petersburg, Virginia
23803

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ABSTRACT

The first part of the paper examines the imortance of Management By Objectives (MBO) in business. The second part deals with the do-it-yourself model, "Management By Objectives Through P.I.E. approach," and describes the basic elements required for a successful Individualized Instruction program.

PART I:

IMPORTANCE OF MANAGEMENT BY OBJECTIVES (MBO)
IN BUSINESS

According to Ivor K. Davies, Peter Drucker was probably the first author and educator to specifically refer to the subject as "Management By Objectives (MBO)". He described it as "a technique for effectively moving an organization in a growthful way." Today, MBO is... a process whereby the superior and subordinate managers of an organization jointly identify its common goals, define each individual's major areas of responsibility in terms of the results expected of him, and use these measures as guides for operating the unit and assessing the contribution of each of its members (Odiorne). The MBO system is based upon the assumption that human beings are capable of becoming committed to their work and indeed can become highly devoted to the activity they are engaged in (Varney).

There are literally hundreds of organizations that have realized the payoff that results from MBO system of managing because of the following reasons:

1. MBO provides a great deal of additional flexibility for the organization, allowing it to become more competitive in its market.

2. MBO is a system in which the manager becomes more involved and committed to his work and therefore increases its effectiveness and productivity.

3. An MBO system clarifies the direction in which the organization is moving, not only for the top officials, but also for individuals throughout the organization.

4. The ultimate payoff is that MBO helps "increase the profitability of the organization, as well as to help it grow and become a viable force" (Varney).

There are three pillars of Management By Objectives - Involvement - individuals get involved in the desisions relative to their job; Participation - individuals learn how to bring human resources together in a sharing of responsibility; Autonomy - refers to what we used to call "Delegation" (Varney).

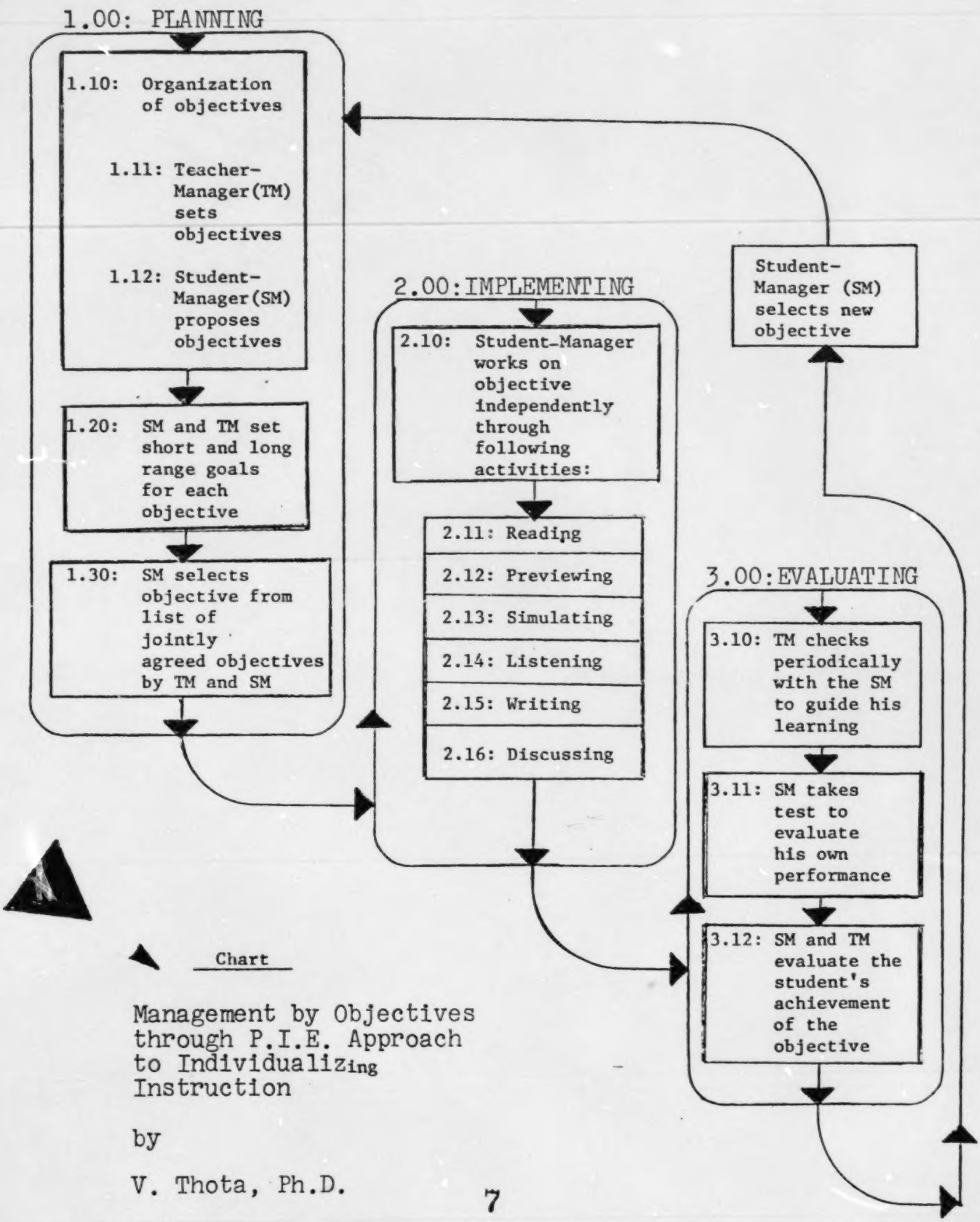
PART II:

MANAGEMENT BY OBJECTIVES (MBO) THROUGH P.I.E. APPROACH

The Management By Objectives (MBO) approach makes it clear that an institution must be thought of as a total system. For this reason, the MBO principle can be very usefully applied to individualizing instruction, particularly as it capitalizes on the unique Planning, Implementing, and Evaluating (P.I.E.). MBO systematizes the whole process, and integrates the Teacher-Manager's (TM) need for effectiveness with the Student-Manager's (SM) need to contribute and develop himself.

The philosophy behind the process is important and meaningful for the very simple reason that it is personally rewarding to both teachers and students. Indeed, it is the best do-it-yourself kit. Looked at in this way, MBO through the P.I.E. approach is an effective means of individualizing instruction, both as a strategy and a tactic, within the framework of traditional and modern patterns of organization for learning.

The following chart outlines the functions of P.I.E. involved in the process of managing:


1.00: PLANNING
1.10: Organization of objectives
1.11: Teacher-Manager(TM) sets objectives
1.12: Student-Manager(SM) proposes objectives
1.20: SM and TM set short and long range goals for each objective
1.30: SM selects objective from list of jointly agreed objectives by TM and SM
2.00:IMPLEMENTING
2.10: Student-Manager works on objective independently through following activities:
2.11: Reading
2.12: Previewing
2.13: Simulating
2.14: Listening
2.15: Writing
2.16: Discussing
3.00:EVALUATING
3.10: TM checks periodically with the SM to guide his learning
3.11: SM takes test to evaluate his own performance
3.12: SM and TM evaluate the student's achievement of the objective
Student-Manager (SM) selects new objective

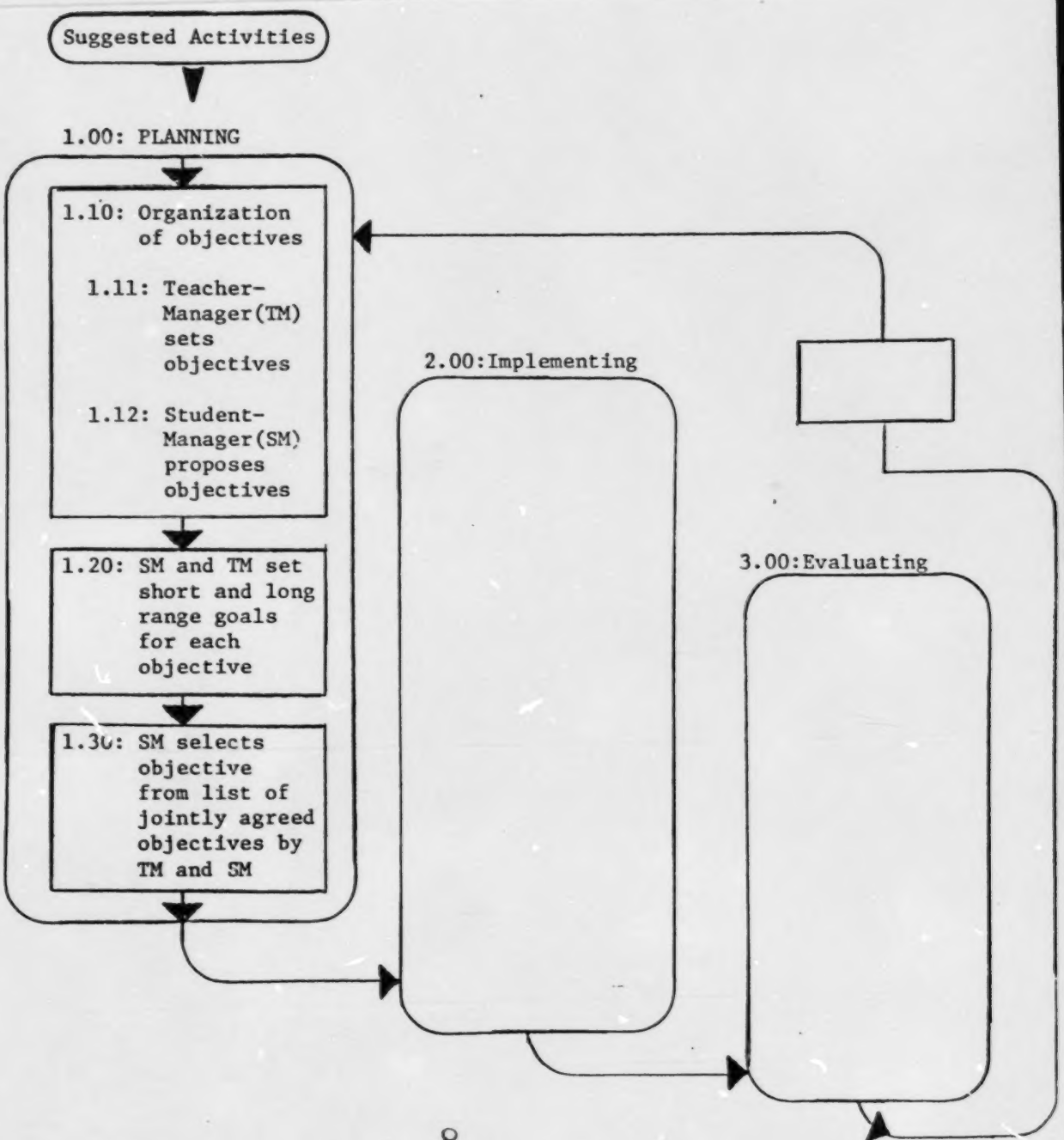
Chart

Management by Objectives through P.I.E. Approach to Individualizing Instruction

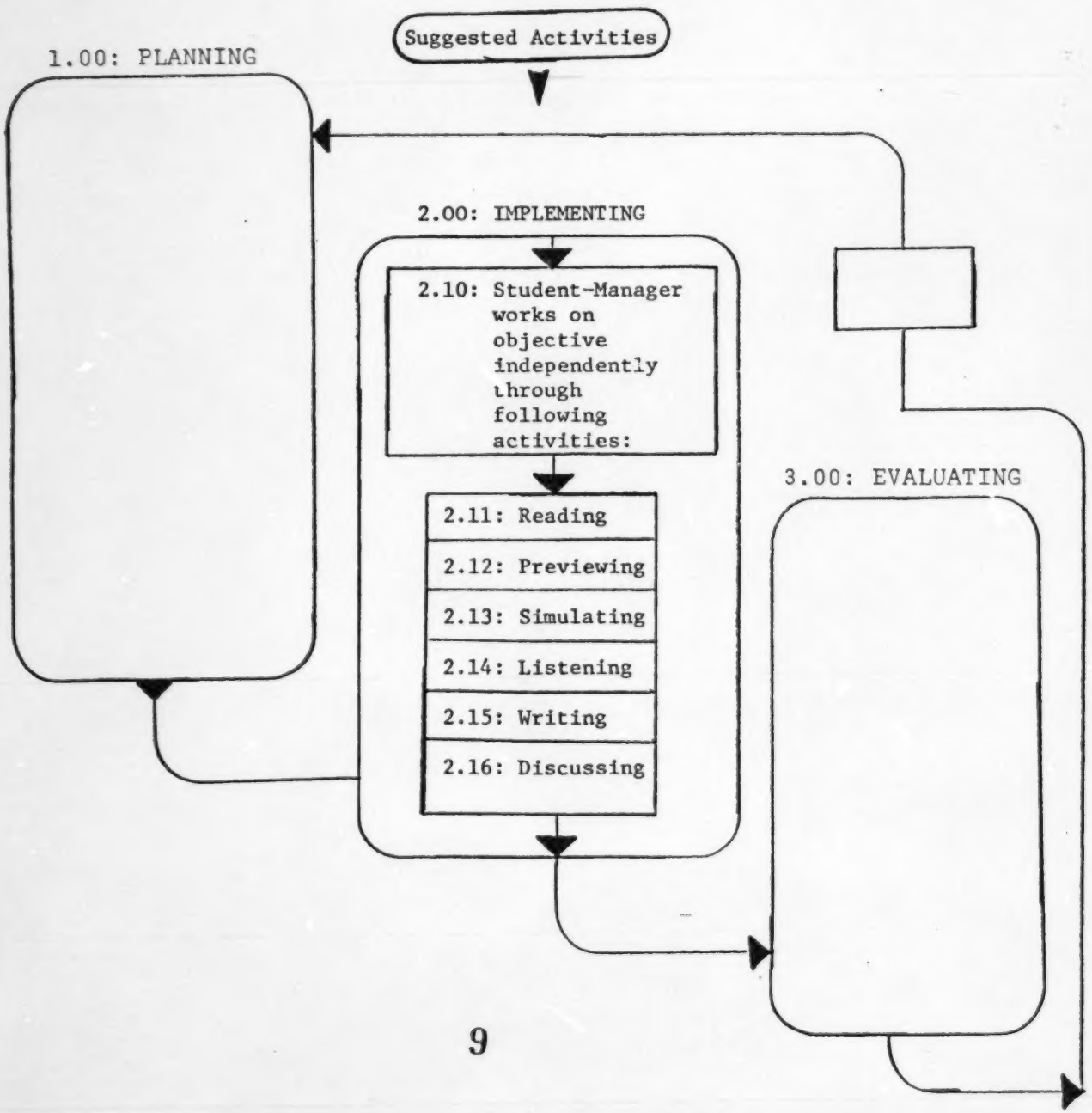
by

V. Thota, Ph.D.

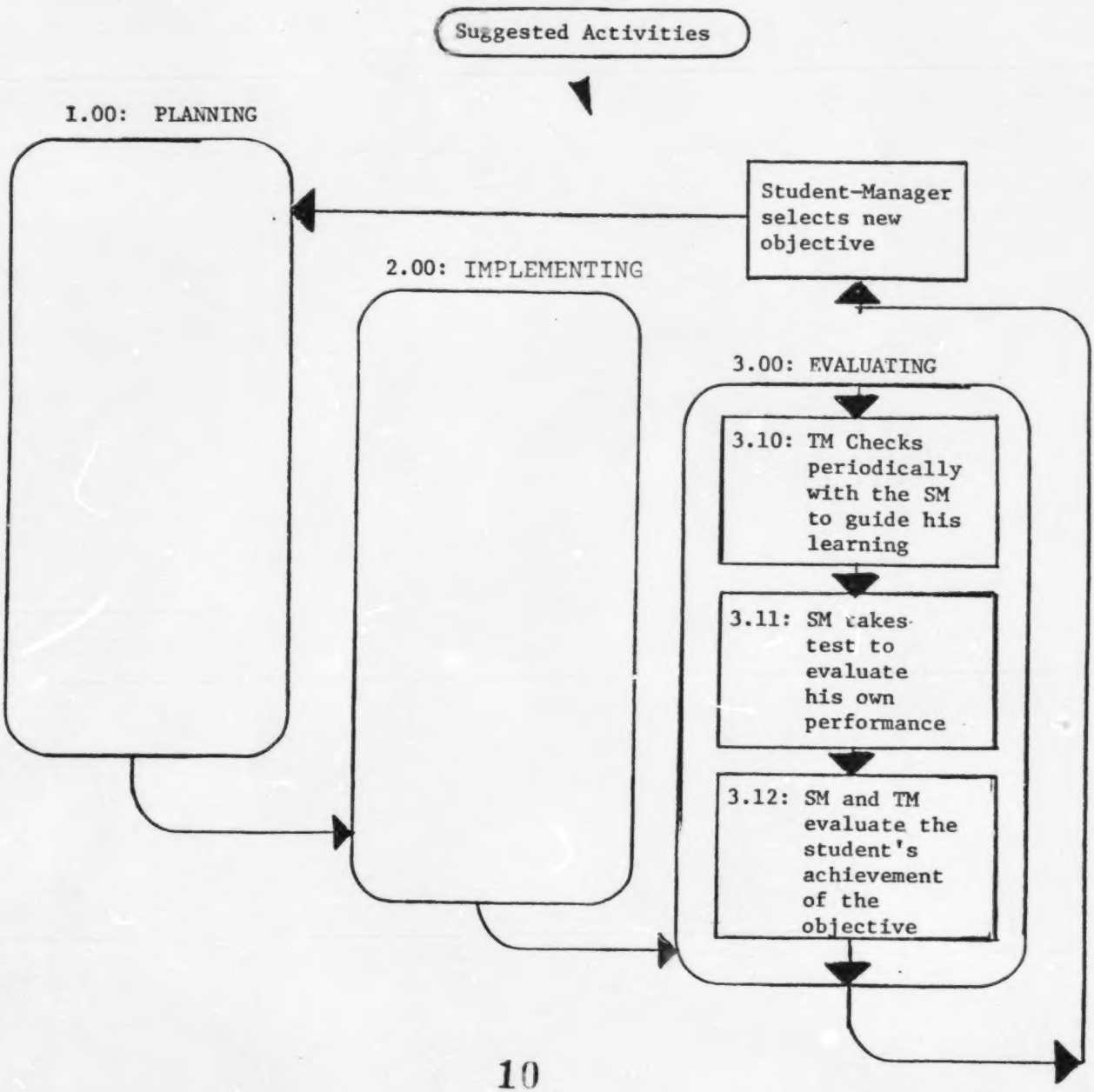
The first management function is Planning, which involves deciding where the Student-Manager (SM) wants to go and what the basic objectives and plans for accomplishing the work will be:


Suggested Activities
1.00: PLANNING
1.10: Organization of objectives
1.11: Teacher-Manager(TM) sets objectives
1.12: Student-Manager(SM) proposes objectives
1.20: SM and TM set short and long range goals for each objective
1.30: SM selects objective from list of jointly agreed objectives by TM and SM
2.00:Implementing
3.00:Evaluating

The second function is Implementing, which is deciding how the Student-Manager (SM) is going to marshall the human, physical and other media resources necessary to accomplish the task and to cary out the performing of the responsibilities:



The third function is Evaluating, which is the final step in the management process and involves looking over the work that has been done and determining whether it meets the basic objectives, standards and criteria set forth in the original plan:


Suggested Activities
1.00: PLANNING
Student-Manager selects new objective
2.00: IMPLEMENTING
3.00: EVALUATING
3.10: TM Checks periodically with the SM to guide his learning
3.11: SM takes test to evaluate his own performance
3.12: SM and TM evaluate the student's achievement of the objective

In conclusion, the following key points should be cover in the early part of the program between the Teacher-Manager and the Student-Manager:

Initial Comments:

1. Clarify the purpose of the program.
2. Illustrate how the new system will work.
3. Go over in detail the Management By Objectives through P.I.E. approach describing how it works in the total as well as each function of it.
4. Emphasize that this approach is designed to give the Student-Manager a great degree of freedom and responsibility.

Reminders:

1. Be sure to ask the student-manager to make his/her own evaluation.
2. Be sure he must know exactly what is expected of him.
3. Be sure he must be given sufficient time to learn.
4. Be sure he must know what progress he is making.

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